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Appendix A

Charleston Southern University

School of Education

Conceptual Framework Abstract

Charleston Southern University
School of Education
Conceptual Framework

Introduction

Embraced within a Christian context that integrates faith in learning, leading and serving, the School of Education's Conceptual Framework incorporates a shared view of how best to prepare graduates capable of providing quality services to students, schools, families, and communities. This framework is based on theoretical and philosophical underpinnings that inform the Unit's daily practice to ensure the preparation and renewal of educators who are committed to educating an increasingly diverse student body to higher academic standards in P-12 schools. At the undergraduate level, the Unit provides for an academic and field-based environment where candidates are prepared for professional practice and leadership in several teaching domains. At the advanced level, programs offer innovative educational opportunities intended to develop ethical and capable scholars and practitioner-leaders who are prepared to collaborate and lead in diverse educational settings.

The School of Education (SOE) Conceptual Framework, collaboratively developed, implemented, and revised regularly, embodies the essential elements of our programs and ensures unit coherence. It provides guidance for design, implementation and assessment of all undergraduate and graduate candidates and programs at Charleston Southern University (CSU). Our standards, performance indicators, assessments, and benchmarks are predicated on candidate performance expectations that are aligned to state, professional, and national standards and are systematically assessed to gauge candidate, program and unit performance and improvement.

School of Education Vision

The School of Education has as its vision the preparation and sustained development of candidates who are: ***“Called to serve as competent, caring educators committed to student success,”*** and who (1) view their roles as life-long learners holding high standards for themselves and others, (2) relate caringly and effectively with others to provide the best conditions for educating a diverse student population to higher academic standards and (3)

commit to learning, serving and leading in ways that advocate a quality education for all and demonstrate a true commitment to the educational profession. We recognize that theory, research and pedagogical content knowledge are inconsequential if P-12 students do not learn and develop (Bransford, Brown & Cocking, 1999; Darling-Hammond & Bransford 2005); therefore, our vision and all unit programs emphasize the improvement of P-12 student learning.

Relationship of School of Education Vision to CSU Vision

Michael Fullan (1993) states that when we pursue a vision, we are answering the questions regarding the “difference” we want to make. In 2009 the university redefined its vision as “integrating faith in learning, leading and serving” to ensure that we were making an intended difference. The School of Education took the lead in integrating CSU’s vision into our own. Candidates who are **called to** the education profession accept the ethical responsibility to practice and model integrity and Christian values in creating safe and effective learning environments for all students. **Competent** educators *learn* continuously and systematically to demonstrate the knowledge, skills and dispositions to create and manage supportive learning environments that result in increased student learning. Through the integration of faith and learning, candidates are encouraged to seek continually to apply new insights, methods, and understandings of content and pedagogy to ensure that all students are taught in an environment that reflects competence with compassion. **Caring** educators are taught to see the connections between their daily work and Christian faith and to *serve* sensitively and effectively in providing the best environments for meeting the diverse needs of all students and the broader educational community. Educators who are **committed** to student success are advocates for children--- learning, leading and serving in ways that support the entire educational community in its pursuit of quality education and increased learning for all.

School of Education Mission

The primary mission of the School of Education is to *prepare professional educators who, guided by a strong sense of community and the integration of their faith, are academically strong, pedagogically skilled, and morally committed to educating in a wide range of culturally diverse learning environments.* We encourage candidates to see the connections between their daily work and Christian faith so that they will not only have the

content knowledge, skills and dispositions they need to be successful in a career but also they will be able to view their whole lives as a form of ministry. We strive to be a School of Education where faculty, staff and students are engaged in significant collaborative work and ongoing involvement and service in the public schools to improve education. We seek to inspire educators to value learning as well as the learner, as they serve in culturally diverse learning environments.

Relationship of School of Education Mission to University Mission

CSU's mission of promoting a culture of "academic excellence in a Christian environment" is embedded in the CSU School of Education mission. CSU's emphasis on teaching excellence provides a vital environment for the training of education professionals. The added dimension of a Christian environment involves faculty modeling Christian values and attitudes and equipping candidates with an ethic of service that contributes to their future success. Within the ideal of **a call to serve as a competent, caring, and committed educators**, the CSU and SOE visions and missions are reinforced in the liberal arts core curriculum, professional education courses, field-based and clinical settings, content specialty courses and other extracurricular candidate experiences (e.g., convocation, Future Teachers Society, service projects, mission programs etc.). Both our vision and mission are fulfilled through the undergraduate programs leading to teacher certification in Early Childhood , Elementary, Early Childhood/Elementary, Secondary English, Secondary Mathematics, Secondary Social Studies, Physical Education PK-12, and Choral and Instrumental Music PK-12 and our graduate programs in the advanced programs (Master of Education in Elementary Administration and Supervision, Master of Education in Secondary Administration) and Master of Education in Elementary Education.

As a unit, our faculty are grounded in the following basic beliefs for ourselves and our students, derived from research and practice, and embodied in all aspects of our programs (Cochran-Smith, Feiman-Menser, McIntyre, & Demers, 2008; Darling-Hammond & Bransford, 2005; Shulman, 1990).

Belief # 1: *We believe that knowledge is socially constructed and that a sound knowledge base is the foundation for continuous improvement (Standard 1).*

Belief # 2: *We promote social justice by appreciating individual differences and demonstrating respect for diversity and sensitivity to community and cultural norms* (Standards 1 and 2).

Belief # 3: *We believe that all students can achieve in classrooms and schools that are learner-centered* (Standards 1 and 2).

Belief # 4: *We believe that professional educators communicate sensitively and caringly in collaborative relationships with a variety of stakeholders* (Standards 2 and 3).

Belief # 5: *We are active learners committed to inquiry, reflection and self-assessment* (Standard 3).

Belief # 6: *We believe that professional educators are committed to life-long learning* (Standard 3).

Belief # 7: *We engage in ethical practice and are committed to modeling Christian values in all aspects of our lives* (Standards 2 and 3)

Our unit's core beliefs provide the focus for development and revision of our programs, curriculum, instructional practices, clinical experiences, and service. They influence the unit's assessment of program effectiveness and ultimately what our individual candidates know what they are able to do (skills), and the dispositions they display. Further, the knowledge base for our programs centers on these beliefs which are correlated directly to our three unit standards and indicators of proficiency.

Goals

The SOE in collaboration with members and stakeholders of the university community established the following goals that evolved from our shared mission, vision, philosophy and beliefs. Through these goals, we seek, in all our programs, to provide the knowledge, skills and dispositions that result in high quality teachers and leaders. Our institutional standards and proficiency indicators (See pages 30-41) ensure that candidates are able to provide the essential environment for P-12 student success.

Goal 1: To provide the content and skills necessary for effective teaching, learning and leading.

Goal 2: To provide a variety of teaching and learning settings incorporating and integrating the latest technology to meet the diverse needs of our candidates.

Goal 3: To provide systematic, incremental, high quality field experiences in diverse settings, thus allowing our candidates to work with students representing a variety of populations.

Goal 4: To collaborate with external partners to enhance candidates' knowledge, skills and dispositions and to influence the ongoing changes in education to better meet the needs of the diverse populations in our schools.

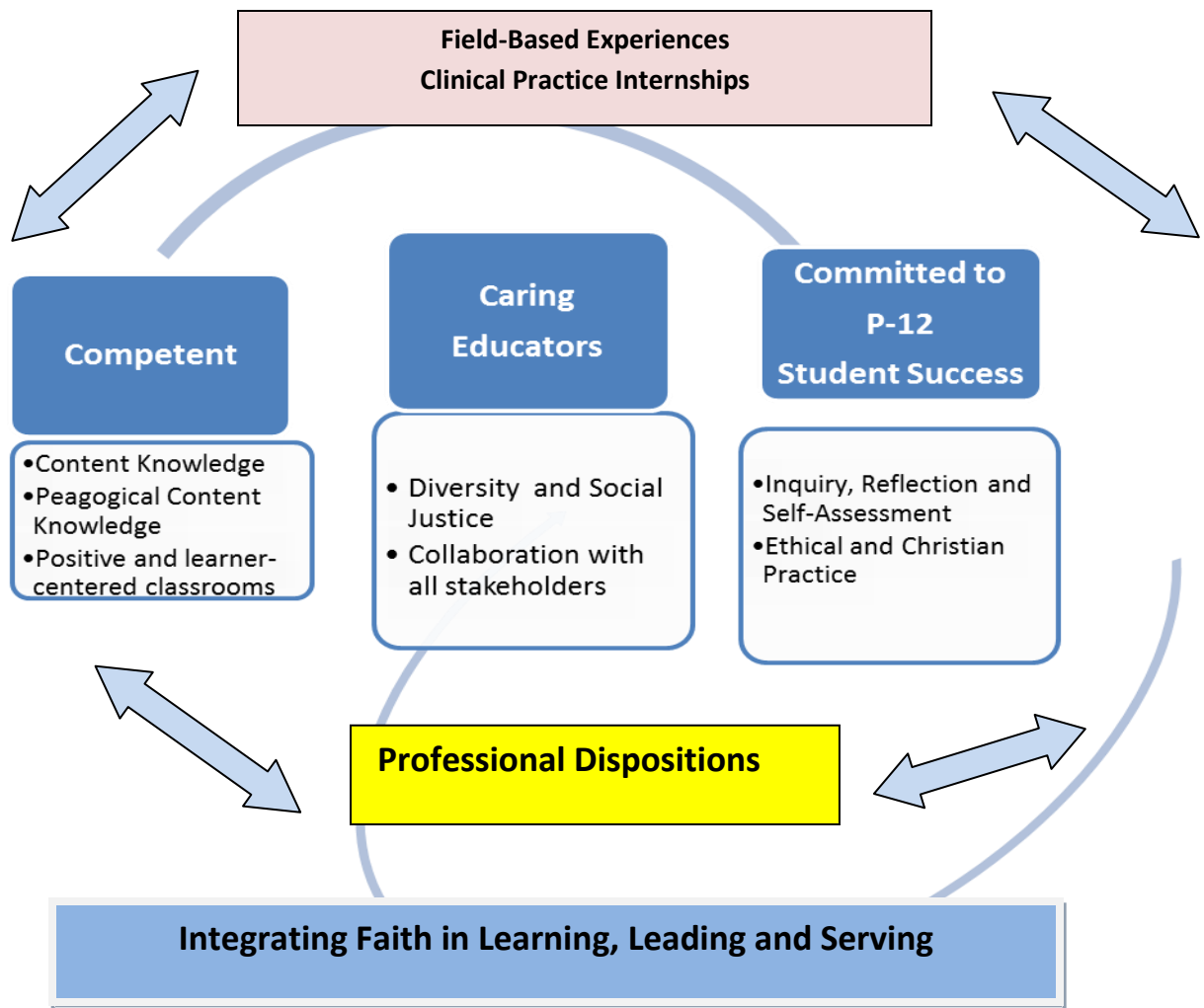
Goal 5: To promote among all candidates a respect for diversity and the belief that all students can learn when teachers create effective learner-centered classrooms.

Goal 6: To encourage inquiry, reflective practice and life-long learning that result in the ability to make informed decisions to improve practice.

Goal 7: To promote practice which demonstrate an ethic of service and a commitment to social justice.

Goal 8: To employ and retain faculty who are committed to excellence in teaching, service and scholarship and who integrate Christian faith into their teaching and interactions with candidates.

The Charleston Southern University School of Education Conceptual Framework



Appendix B

School of Education

Field and Clinical Experiences

**Charleston Southern University
School of Education
Field and Clinical Experiences**

Social Studies Education Program

Exploratory Field		Focused Field		Intensive Field		Clinical Experience	
Course	Hrs	Course	Hrs	Course	Hrs	Course	Hrs
EDUC 201	12	EDUC 221	8	EDUC 415 - 418 [choose two]	60	EDUC 441	480
		EDUC 300	12	EDUC 340	10		
		EDUC 325	40				
		EDUC 329	10				
		EDUC 361	12				
	12		34				480

Explanation of Various Field and Clinical Experiences

Exploratory: Candidates are observers in 5-8 classroom, as part of the introductory course in the School of Education Educator Preparation Program

Focused: various practica will be completed by each candidate and analyzed in terms of the theories, concepts and activities completed in class. During the practica, candidates will teach a lesson (planned in advance by the candidate) to public school students. Candidates and cooperating teachers will assess candidate performance in the teaching demonstration. Students will write a reflection paper about these experiences.

Intensive: Candidates are required to have various practica hours observing a middle school social studies, mathematics, science, and/or language arts teacher. The observations focus on the teaching strategies and classroom management techniques of the teacher, and students' responses to those. The practica also include working with English as a Second Language class to enable candidates to learn about the challenges faced by curricular demands and integration of

content for these students. Candidates will be required to submit sample letters/communications to parents/guardians to explain how they will work with the students and how parents/families might assist with reinforcement of key concepts. Candidates must lead a small group or class lesson so that the cooperating teacher can evaluate their work with the students and review the parent/guardian communications.

Clinical Experience: An intensive field-based experience that includes observation, participation, and supervised teaching in a middle grades classroom (grades 5-8) for sixty (65) full days. The clinical practice student teacher works with a cooperating teacher and university supervisor to develop and implement an integrated curriculum that is designed to meet the social, emotional, physical, and cognitive needs of students in the classroom. The clinical practitioner becomes a member of a teaching team that includes classroom teachers, special area teachers, staff, administrators, parents/guardians, community agencies, professional consultants, school volunteers, and students from diverse cultural backgrounds. Demonstrated competency in the ten performance dimensions identified by the ADEPT performance evaluation instrument is required.

Appendix C

Course Descriptions for Middle Level Education and School of Education Professional Core

Professional Education Studies and Professional Core

EDUC 201 - Principles and Philosophy of Education

A survey of past and current practices, trends, and issues in public education stressing historical and philosophical antecedents to modern education. Includes a study of education organization, finance, law, and administration, as well as current employment outlooks in the field of education. A 12-hour practicum is required and 3 hours volunteer work in the community, church or campus.

EDUC 221 - Technology for Teachers

This course will explore the present and potential use of technology in the world of K-12 education and will employ technology as a primary instructional tool. Students will examine classroom applications of interactive whiteboards, word-processing, spreadsheet, and database programs. Students will utilize technology to create computer-based multimedia instructional and informational presentations. The use of the internet for professional and instructional purposes and software for educational purposes will also be explored. (Laboratory fee required) A 6-hour practicum is required.

EDUC 300 - Psychology Applied to Effective Teaching

A review of the major contributions of psychology as applied in the educational setting. Emphasis on developmental aspects of human learning, with particular focus on stages of development, learning theories, and their practical application, effective Instruction and classroom management, development of critical thinking skills, and evaluation of student learning. Included is a component on South Carolina school evaluation procedures. A 12-hour practicum is required.

EDUC 325 - Teaching Reading in the Content Areas

A study of strategies for the improvement of literacy skills in the content areas using developmental content-specific activities and materials. Emphasis will be given to identifying learner needs and planning instructional delivery with varied pupil groupings, along with the use of assessment, enrichment and remediation ideas and techniques for applying reading and writing skills in the content areas. Some focus will be given to creative/critical thinking skills and the utilization of technology for instruction. A 20-hour practicum is required.

EDUC 319 – Foundations of Reading

(3 hours) Prerequisite: Admission to the Teacher Education Program.

A study of methods and strategies for teaching reading in the middle grades classroom. Major emphasis will be given to the developmental reading program in grades 5-8. Some attention will be given to corrective/remedial reading programs and other components of a school's total reading program. A variety of contemporary methods and materials which facilitate mastery and

enjoyment of reading are examined. Specific methods of literacy instruction will be studied and demonstrated with analysis and evaluation of materials used in literacy education. Content will include foundational elements to the teaching of reading. This course is one of two courses required for middle grades teachers to meet the SC Read to Succeed requirements for the middle grades teacher. EDUC 325 is the other required course to meet this requirement. A 10-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. **This course cannot be challenged.** Note: Offered: Spring.

EDUC 340 - Nature and Needs of the Middle Level Student

(3 hours) Prerequisites: Admission to Teacher Education. This course is designed to develop an in-depth understanding of the specific nature of early adolescence, the specific needs of young adolescents and the importance of collaborating with families and the entire community. Course content includes the social, emotional, physical and psychosocial development and needs of early adolescent.

EDUC 341 - Middle Level Curriculum and Organization

(3 hours) Prerequisite: Admission to Teacher Education. A study of middle level organization and curriculum design that is developmentally appropriate for middle level students. Specific topics include interdisciplinary teaching teams, flexible grouping and scheduling, vertical articulation, activity and advisory programs, and community building. Candidates also are introduced to the Association for Middle Level Education standards and the integration of Common Core standards in the curriculum. Based on the AMLE standard 2 and 3, this course will provide middle level teacher candidates with an understanding and use of the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes.

EDUC 361 - Strategies for Managing Individual Differences

A focus on the identification of various kinds of exceptionalities and techniques for individualizing instruction and managing students of various skills, abilities, socioeconomic and cultural backgrounds. Identification procedures, assessment measures, general program approaches, curriculum development theories, self-esteem strategies, and intervention techniques will be emphasized. Also included will be specific strategies for dealing with "at-risk" students. A 12-hour practicum is required.

EDUC 425 – Middle Grade English and Language Arts Curriculum and Methods

(3 hours) Prerequisite: Admission to the Teacher Education Program and EDUC 325 and 361 with a grade of "C" or better. Should be taken the semester prior to clinical practice. Study of middle grades English curriculum and methods. Emphasis on planning for instruction, instructional strategies, and integrating listening, speaking, reading, and writing throughout the English curriculum. Examination of the South Carolina curriculum standards for

Reading/English/Language Arts as well as research findings regarding effective teaching strategies in the English/Language Arts classroom. National [NCTE] and state standards are emphasized. Candidates develop long- and short-range plans based on the ADEPT model. A 20-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. **This course cannot be challenged.** Note: Offered: Fall.

EDUC 426 – Middle Grades Mathematics Curriculum and Methods

(3 hours) Prerequisite: Admission to the Teacher Education Program and EDUC 325 and 361 with a grade of “C” or better. Should be taken the semester prior to clinical practice. Study of middle grades mathematics curriculum and methods. Emphasis on planning for instruction and instructional strategies in the secondary mathematics classroom. Additional emphasis on the history of mathematics. Examination of the national [NCTM] and South Carolina frameworks and curriculum standards for mathematics as well as research findings regarding effective teaching strategies in the middle grades mathematics classroom. National [NCTM] and state standards are emphasized. Candidates develop long- and short-range plans based on the ADEPT model. A 20-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. **This course cannot be challenged.** Note: Offered: Fall.

EDUC 428 – Middle Grades Life Science Curriculum and Methods

(3 hours) Study of middle grades science curriculum and methods. Emphasis on planning for instruction, instructional strategies, and integrating listening, speaking, reading, and writing throughout the sciences curricula. Examination of the South Carolina curriculum standards for teaching science at the middle grades level as well as research findings regarding effective teaching strategies in the middle grades sciences classroom were researched to develop strategies for curricular development. National [NSTA] and state standards are emphasized. Candidates develop long- and short-range plans based on the ADEPT model. A 20-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. **This course cannot be challenged.**

EDUC 429 – Middle Grades Social Studies Curriculum and Methods

Should be taken the semester prior to clinical practice. Study of middle grades social studies curriculum and methods. Emphasis on instructional strategies in the middle level social studies classroom. Examination of the South Carolina framework and curriculum standards for social studies as well as research findings regarding effective teaching strategies in the middle grades social studies classroom. National [NCSS] and state standards are emphasized. Candidates develop long- and short-range plans based on the ADEPT model. A 20-hour practicum is required.

EDUC 441 - Clinical Practice in the Middle School

An intensive field-based experience that includes observation, participation, and supervised teaching in a middle grades classroom (grades 5-8) for sixty (60) full days, with CSU School of

Education requiring sixty-five (65) consecutive days. The clinical practice intern works with a master teacher and college supervisor to develop and implement an integrated curriculum that is designed to meet the social, emotional, physical, and cognitive needs of students in the classroom. The intern becomes a member of a teaching team that includes classroom teachers, special area teachers, staff, administrators, parents/guardians, community agencies, professional consultants, school volunteers, and students from diverse cultural backgrounds. Demonstrated competency in the ten performance dimensions identified by the ADEPT performance evaluation instrument is required. Professional seminars are required.

PSYC 110 - General Psychology

(3 hours) An introduction to the concepts, principles, and problems basic to the understanding of behavior. Majors must receive a grade of “C” or better for graduation.

PSYC 222 - Adolescent Psychology

(3 hours) Prerequisite: PSYC 110. A study of the development of the human being from puberty until young adulthood.

Middle School English/Language Arts Required Courses

COMM 110 - Public Speaking

(3 hours) Emphasis on preparation, organization, and presentation of various types of speeches.

ENGL 111 - English Composition and Rhetoric I

(3 hours) A composition course designed to improve students’ informative, analytic and persuasive writing. Includes documentation and research. English Exit Examination given as final exam. **This course may not be challenged.**

ENGL 112 - English Composition and Rhetoric II

(3 hours) Prerequisite: ENGL 111. A continuation of English 111, with emphasis on introduction to literary study and writing about literature. Includes documentation and research. **This course may not be challenged.**

ENGL 202 - Survey of American Literature

(3 hours) Prerequisites: ENGL 111 and 112. A study of the principal authors from the Colonial Period to the present, including literature by women and minorities, with emphasis on advanced literary concepts, structures, and terminology. Students are also introduced to major contemporary literary theories.

ENGL 203 - Survey of English Literature I

(3 hours) Prerequisites: ENGL 111 and 112. A study of the principal authors from the Old English period to the eighteenth century with emphasis on advanced literary concepts, structures, and terminology. Students are also introduced to major contemporary literary theories.

ENGL 204 - Survey of English Literature II

(3 hours) Prerequisites: ENGL 111 and 112. A study of the principal authors from the end of the eighteenth century to the contemporary period with emphasis on advanced literary concepts, structures, and terminology. Students are also introduced to major contemporary literary theories.

ENGL 251 - Introduction to Creative Writing - Fiction and Narrative

(3 hours) Prerequisites: ENGL 111 and 112. An introduction to the basic principles of writing fiction and creative narratives. This course will emphasize the study of narrative forms and will require students write creative narratives and submit them to workshops. Students are expected to respond to peer works. **This course may not be challenged.**

ENGL 252 - Introduction to Creative Writing - Poetry

(3 hours) Prerequisites: ENGL 111 and 112. An introduction to the basic principles of writing poetry. This course will emphasize the study of prosody and poetic forms and will require students write creative poems and submit them to workshops. Students are expected to respond to peer works. **This course may not be challenged.**

ENGL 314 - Diversity in American Literature

(3 hours) Prerequisites: ENGL 111, 112 and 202. A study of the culturally diverse literary heritage of the United States from the colonial period to the present, especially focusing on African American, Native American, Hispanic, Asian American, and other authors from ethnic and immigrant backgrounds often overlooked in the traditional American canon. Authors studied may include Wheatley, Douglass, Hurston, Ellison, Morrison, Tan, Cisneros, and Momaday. **This course may not be challenged.**

Middle School Mathematics Required Courses

MATH 111 - College Algebra

(3 hours) Prerequisite: MATH 099 or departmental permission. A course designed for Science, Business and Education majors to prepare them for further study in mathematics. Topics include linear, quadratic, polynomial, rational, exponential and logarithmic functions and their graphs, equations and inequalities, systems of equations. Emphasis on solving problems involving natural science and engineering applications. A graphing calculator is required.

MATH 130 – Pre-calculus

(4 hours) Prerequisite: MATH 110 or 111 (grade of “C” or better) or departmental permission. This course provides the student with a thorough preparation for the Calculus sequence. Topics include study of exponential, logarithmic and trigonometric functions, inverse functions, trigonometry and trigonometric identities, conic sections, and polar coordinates. Additional topics, including the binomial theorem, mathematical induction, and sequences and series may be covered as time permits.

MATH 206- Number Concepts for Middle School Teachers.

(3). Pre: MATH 110/11, EDUC 201. This course provides a foundation in number concepts appropriate for middle school teachers. Topic include numeration systems, number theory, rational numbers, ratio and proportions, and inters as they are used in middle school.

MATH 221 - Calculus I

(4 hours) Prerequisite: Departmental placement or MATH 130 (grade of “C” or better). Limits and continuity of functions, differential calculus, applications of the derivative, introduction to integral calculus, and the Fundamental Theorem of Calculus.

MATH 207 - College Geometry

(3 hours) Prerequisite: MATH 130 (grade of “C” or better). A study of the basic principles of plane geometry and its relation to algebra. Designed to provide prospective teachers with a background knowledge of Euclidian geometry. Theorems and postulates are stressed in order to establish the basis of geometric proof in its association with other branches of mathematics.

MATH 213 - Probability and Statistics

(3 hours) Prerequisite: MATH 110 or 111 (grade of “C” or better). Topics include representation of data, basic probability, random variables, estimation and hypothesis testing, correlation and regression.

Middle Grades Science Required Courses

BIOL 149 - Life Science for Educators

(3 hours) Prerequisite: Permission of the Education Department. Corequisite: BIOL 149L. This course is designed to develop process skills in the biological sciences for students seeking certification in middle grades education. The course format includes content, applications and methodology to meet the South Carolina life science standards for grades K - 8. Lecture 3 hours. **This course cannot be challenged.** Note: This course will not be applied towards a major in Biology or a minor in Biology or Natural Science.

BIOL 149L - Life Science for Educators Laboratory

(1 hours) Corequisite: BIOL 149. A series of laboratory exercises to correspond to lecture material. Laboratory: 2 hours Note: Laboratory fee required.

BIOL 161 - Foundations of Biology I

(3 hours) Corequisite: BIOL 161L. The first part of a two-semester sequence, this comprehensive course will introduce biological principles at the molecular and cellular levels. Topics include: cell and molecular biology, metabolism, genetics and evolutionary processes. Lecture 3 hours. This course is designed to meet the requirements for Biology, Biology Education, Biochemistry and Computer Science.

BIOL 161L - Foundations of Biology I Laboratory

(1 hours) Corequisite: BIOL 161. A series of laboratory exercises to correspond to lecture material. Laboratory 2 hours.

GEOL 100 - Earth Science for Educators

(4 hours) Prerequisite: Permission of the Education department. This course is designed for middle grades education majors following the state of South Carolina's science standards for grades kindergarten through 8th grade. Earth Science is designed to introduce the student to how planet Earth works in our Sun's and its own integrated system. Students will investigate the materials and major processes that shape the earth and the geologic hazards that affect our lives. Mineral, water and energy resources will be considered in the context of their occurrence, interactions and limitations. A view of Earth's role in space and the formation of planets and stars will be studied. Lecture 3 hours. Laboratory 2 hours. (Lab fee required.) Credit may not be received for both this course and Physical Geology 101.

GEOL 103 - Ocean Science

(4 hours) A largely nonmathematical undergraduate course in the study of the earth's oceans, this course examines the structure, composition, and properties of the oceans: origin and history of the oceans, chemistry and physics of ocean water, effects of the oceans on global climate, ocean circulation, effect of the earth's rotation on the behavior of the oceans, solar and lunar tides. Tsunamis, interaction of oceans with shorelines, life forms of the oceans, and sea level variations are other topics examined. Lecture 3 hours, laboratory 2 hours.

PHYS 111 - Physical Science for Educators

(4 hours) Prerequisite: Math 110 or 111 (grade of “C” or better) and permission of the Education department. This course is designed for middle grades education majors following the state of South Carolina’s science standards for grades kindergarten through 8th grade. Included is an introduction to the concepts of properties and measurement, motion, sound, electricity, energy, light, atomic structure, nuclear change, and chemical change. Lecture 3 hours. Laboratory 2 hours. (Laboratory fee required.) Cross-listed under Chemistry. (Parent = CHEM)

PHYS 115 - Astronomy

(4 hours) A descriptive survey of the universe, with emphasis on basic physical concepts and the objects in our solar system along with galactic and extragalactic objects, is presented. Lecture 3 hours, laboratory 2 hours. (Laboratory fee required). **This course cannot be challenged.** Note: All students placed in MATH 099 must complete the course successfully before being allowed Into PHYS 115.

Middle Grades Social Studies Required Courses

HIST 111 - Perspectives on World Civilizations I

A survey of the major civilizations of the world from their origins to the ninth century AD. The course studies the interaction of cultural, social, political, economic and physical forces in shaping the classical and medieval civilizations of Europe, Asia, Africa and the Americas.

HIST 112 - Perspectives on World Civilizations II

A survey of the major civilizations of the world from the fifth century AD to the eighteenth century AD. The course studies the interaction of cultural, social, political, economic and physical forces in shaping the medieval and early modern civilizations of Europe, Asia, Africa and the Americas.

HIST 113 - Perspectives on World Civilizations III

The course studies the interaction of cultural, social, political, economic and physical forces in shaping the global community of the modern world from the eighteenth to the twentieth centuries.

HIST 211 - American History I

A study of the political, economic and social development of the United States, from the pre-Columbian period to the American Civil War.

HIST 212 - American History II

A study of the political, economic and social development of the United States from the Reconstruction period, after the Civil War, to recent times.
Senior Thesis.

POLI 101 - Introduction to Political Science

An introduction to the study of politics consisting primarily of a survey of dominant political themes including political science methodology, political power, forms of government, political ideologies, public opinion, interest groups, political parties, government structures and functions, public policy, violence and revolution, and international relations.

POLI 201 - American National Government

An introductory study of the nature and functions of American national government, including the origin and development of the Constitution, democracy, federalism, civil liberties, civil rights, citizenship, political parties, pressure groups, and elections in the United States.

ECON 211 - Principles of Microeconomics

An introductory study of the parts of the economy including consumers, firms, industries, and markets. Firm pricing and resource allocation.

ECON 212 - Principles of Macroeconomics

An introduction to the economy as a whole. National income, employment, prices and inflation, and output in an economic system. Problems in controlling and forecasting economic fluctuations.

GEOG 200 - Introduction to Geography

A survey of how the earth's environment, especially its distribution of climates and resources, exerts a limiting and conditioning impact upon human culture. Also examined closely are the various ways in which political and economic policies affect resource depletion, pollution, and energy sources on a global scale.

Charleston Southern University Liberal Arts Core

The Liberal Arts Core curriculum has been developed to implement the mission and vision of the University by fulfilling the following goals in the academic life of the students:

1. **Christian Worldview:** Students achieve an understanding of the Christian vision of the world, along with the nature and destiny of humanity.
2. **Communication:** Students become skilled practitioners in the art, science, and technology of communication.
3. **Culture:** Students become well-grounded in the development of Western culture and are introduced to at least one other major culture.
4. **Fine Arts:** Students understand the diverse ways in which the human experience is conceived and communicated through artistic form.
5. **Literature:** Students explore the human condition through great works of literature.
6. **Mathematics and Natural Science:** Students understand the fundamental principles of the natural sciences, the empirical method, and mathematics.
7. **Social Sciences:** Students understand individual and human relationships in groups, communities, and societies.

Communication & Fine Arts (27 hours)

English (6 hours)

- ENGL 111 - English Composition and Rhetoric I (3 hours)
- ENGL 112 - English Composition and Rhetoric II (3 hours)

Communication (3 hours)

- COMM 110 - Public Speaking (3 hours)

Literature (3 hours)

- ENGL 202 - Survey of American Literature (3 hours)
- ENGL 203 - Survey of English Literature I (3 hours)
- ENGL 204 - Survey of English Literature II (3 hours)

Foreign Language/Literature (3-6 hours)

- FREN 201 - Intermediate French I (3 hours)
- SPAN 201 - Intermediate Spanish I (3 hours)
- Any other foreign language at the 200 level (3 hours)
- CHST 121 - Introductory Biblical Hebrew I (3 hours) **and**
- CHST 122 - Introductory Biblical Hebrew II (3 hours)
- CHST 131 - Elementary Koine Greek I (3 hours) **and**
- CHST 132 - Elementary Koine Greek II (3 hours)
- CHIN 213 - Chinese Culture, Language, and Literature in Translation (3 hours)
- FREN 213 - French Literature in Translation (3 hours)
- MUSI 241 - Language Diction for Musicians (3 hours)
- SPAN 213 - Spanish Literature in Translation (3 hours)
- WRLD 213 - World Literature in Translation (3 hours)

Computer and Information Sciences (3 hours)

- EDUC 221 – Computers Applied to Teaching

Art and Aesthetics (Choose 3 hours)

- ART 201 - Art Appreciation (3 hours)
- ART 202 - Art Appreciation (3 hours)
- COMM 218 - Stagecraft and Design (3 hours)
- COMM 311 - Introduction to the Theatre (3 hours)
- MUSI 171 - Music Appreciation (3 hours)
- MUSI 371 - Music History and Literature I (3 hours)

Christian Studies (6 hours)

- CHST 111 - Survey of the Old Testament (3 hours) **and**
- CHST 112 - Survey of the New Testament (3 hours)

Social Studies (9 hours)

History (Choose 3 hours)

- HIST 111 - Perspectives on World Civilizations I (3 hours)
- HIST 112 - Perspectives on World Civilizations II (3 hours)
- HIST 113 - Perspectives on World Civilizations III (3 hours)

Another History or POLI 201 (3 hours)

- POLI 201 - American National Government (3 hours)
- or any other History course.

Social Science (Choose 3 hours)

- CRIM 210 - Introduction to Criminal Justice (3 hours)
- ECON 211 - Principles of Microeconomics (3 hours)
- ECON 212 - Principles of Macroeconomics (3 hours)
- KINE 201 - Personal and Community Health (3 hours)
- POLI 101 - Introduction to Political Science (3 hours)
- PSYC 110 - General Psychology (3 hours)
- SOCI 101 - Principles of Sociology (3 hours)
- SOCI 203 - Social Problems (3 hours)
- SOCI 205 - Anthropology (3 hours)

Natural Science (11 hours)

Mathematics (3 hours)

- MATH 105 - Introduction to Mathematical Structures (3 hours) or higher
- *Note: Review the appropriate section of this catalog to determine the minimum mathematics requirement for specific majors and minors.*

Lab Sciences (8 hours)

8 hours, from any **two areas listed**; limit one science (4 hours, including lab) per category:
Biology, Chemistry, Geology, Physics

Total minimum LAC hours: 47 credit hours

Appendix D
School of Education
Dispositions

Dispositions for School of Education Candidates

The School of Education at Charleston Southern University maintains the highest standards for professional conduct, ethics, and expectations for its candidates throughout the teacher preparation program. Candidates are reminded of the expectations and requirements for meeting with success in the teacher education program. Candidates are expected to model appropriate professional attitudes and aspirations in their conduct and performance as pre-service teachers, both in the classroom and in the field/clinical experiences settings. In addition to the CSU Student Code of Conduct, candidates in the School of Education adhere to a set of standards in all aspects of the teacher education programming. The classroom and field based experiences provide opportunities for candidates to engage in proficiencies related to knowledge and skills, in addition to the dispositions required of an effective and high quality educator. These standards, as they relate to expectations in the classroom and field/clinical experiences settings, include:

Standard I: The competent educator demonstrates the knowledge, dispositions, and skills to create, manage, and/or supervise supportive learning environments that result in expected and/or increased student achievement.

1. The candidate demonstrates professional responsibility at all times.

Indicators of professional responsibility:

- appropriate and effective actions in field experience settings
- commitment to success for all learners
- initiative and strong work ethic
- flexibility and openness
- effective time management skills
- professional dress and appearance
- acceptance of constructive criticism with immediate positive action on the suggestions

Standard II: The caring and reflective practitioner relates effectively and sensitively to the diverse needs of all learners and creates a positive and productive classroom and/or school-wide learning environment through on-going, systematic inquiry and reflection.

2. The candidate demonstrates effective communication and collaboration skills in university and PK-12 school classrooms.

Indicators of Communication and Collaboration Skills

- responsive listening skills
- clear and appropriate written and oral language
- the ability to communicate with a variety of audiences/constituents
- skills, responsibility and sensitivity in working in collaborative situations
- a sense of inquiry, intellectual curiosity and effort

3. **The candidate exhibits effective dispositions in working with diverse higher education and school faculty, peers, and diverse students in P-12 schools.**

Indicators of Positive Response to Diversity

- respect and appreciation for differing opinions, insights, and cultural norms.
- respect for and responsiveness to the diverse abilities, backgrounds, skills, and interests of all learners
- respect for the needs and differences of families and communities
- desire to reach all students, especially those who have special needs and challenging circumstances

Standard III: The committed professional pursues personal and professional learning experiences alone and collaboratively on an ongoing, systematic basis thereby demonstrating a true commitment to the profession and to seeking the best educational practices.

4. **The candidate demonstrates professional integrity and commitment.**

Indicators of Integrity and Commitment

- critical thinking and self-directed learning
- the ability to model ethical, moral values
- self-awareness and honest reflection
- integrity in all situations
- respect for persons in authority, systems and institutions
- willingness to participate in professional development activities that will enhance personal/professional growth.

Appendix E
Clinical Practice Rubric

CLINICAL PRACTICE GRADING RUBRIC

Grade	ADEPT - FINAL	Portfolio	Seminars
A	Achieve 'Competent' level for the 34 elements in the four domains	All target on portfolio	Attend all seminars
B+	Achieve 'Competent' level for 33 elements and 1 developing competency ratings	10 target ratings with 1 acceptable ratings	Attend all seminars
B	Achieve 'Competent' level for 32 elements and 2 developing competency ratings*	9 target ratings with 2 acceptable ratings	Attend all seminars
C+	Achieve 'Competent' level for 31 elements and 3 developing competency ratings*	8 target ratings with 3 acceptable ratings	Attend all seminars
C = Incomplete	Achieve 'Competent' level for 30 elements and 4 developing competency ratings*	7 targets ratings with 4 acceptable ratings	Missed one seminar
F	Achieving less than 30 elements at the 'Competent' level	Less than 7 targets on portfolio	Missed more than one seminar

*The developing competency rating may not be in the same domain

If the clinical practitioner earns any grade less than C, he/she will be placed on a remediation plan and must complete this plan with a revised grade of "C" or better. If a grade of F is earned, then clinical practitioner cannot be recommended for SC licensure.

TEACHER EDUCATION PORTFOLIO RUBRIC

PROFESSIONAL PORTFOLIO EVALUATION		RATINGS			
Teacher Education Program Assessment					
The CANDIDATE:		Target	Acceptable	Needs Improvement	Not Rated
Professional Practices:		3	2	1	NR
1. Documentation					
Comments:					
2. Professional Progress					
Comments:					
3. Professional Standards					
Comments:					
Content Knowledge:		3	2	1	NR
4. Instructional Planning And Assessment					
Comments:					
5. Overall Quality					
Comments:					
6. Demonstrates knowledge of the central concepts and tools of inquiry of the field.					
Comments:					
7. Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis and synthesis.					
Comments:					
Student Learning:					
8. Creates positive environments for student learning.					

Comments:				
9. Understands and builds upon developmental levels of students.				
Comments:				
10. Understands diversity of students, families, and communities.				
Comments:				
11. Understands policy contexts in school setting.				
Comments:				

Additional Comments:

Reviewer's Name _____ / /

Please Print

Date

Reviewer's Signature _____

Please Sign

I have read and understand the above information.

Signature of Candidate _____ / /

Please Sign

Date

Charleston Southern University

School of Education

TEACHER EDUCATION PORTFOLIO RUBRIC

		3	2	1
	PROFFSIONAL PRACTICES	TARGET	ACCEPTABLE	NEEDS IMPROVEMENT
1	Documentation	All entries and artifacts indicate professional progress; all artifacts demonstrate professional knowledge	All required documents are included; some deficiencies of the artifacts and required components are evident	Deficient in one or more area; lacks evidence of professional progress; and /or fails to include required artifacts
2	Professional Practices	All entries and artifacts are current and complete	Entries are generally maintained and contain most of the required entries	Does not contain the required information
3	Professional Standard	No spelling or grammatical errors; well-organized; and demonstrates a commitment to quality	Minimal spelling and/or grammatical errors; is organized but needs some improvement	Numerous spelling and/or grammatical errors; lacks organization and coherence
	CONTENT KNOWLEDGE	TARGET	ACCEPTABLE	NEEDS IMPROVEMENT
4	Instructional Planning and Assessment	Instructional materials are well-planned and follow SOE standards; all ADEPT standards are met; documentation exists that instructional plans have been successfully implemented	Instructional materials are adequate, but there is evidence of a need for improvement; some ADEPT standards are missing/incomplete	Instructional materials are inadequate; lesson plans and assessments do not adhere to ADEPT guidelines
5	Overall Quality	All required documents are included; organization is professional; overall presentation of information meets a high professional standard	All required documents are included; organization is acceptable; overall presentation meets general standards	Lacks relevant material and organization; fails to meet a professional standard
6	Demonstrates knowledge of the central concepts and tools of	The candidate provides evidence of situations where information was analyzed and assessment results were used	The candidate provides limited evidence in situations where information was analyzed and where assessment results were	The candidate does not provide evidence where information was analyzed and where assessment results were used to

	inquiry of the field.	to develop strategies for individual student needs; demonstrates an ability to identify students' proficiencies and difficulties and to determine the need for appropriate interventions.	used to develop strategies for individual student needs; demonstrates some ability to identify students' proficiencies and difficulties to determine the need for appropriate interventions.	develop strategies for individual student needs; limited to no evidence of identifying students' proficiencies and difficulties and determining the appropriate interventions.
7	Demonstrates and applies professional, state, and institutional standards through inquiry, critical analysis and synthesis.	Portfolio artifacts provide broad based evidence of the candidate's knowledge and application of the central concepts, tools of inquiry, critical analysis, and synthesis of professional, state, and institutional standards	Portfolio artifacts provide limited evidence of the candidate's knowledge and application of the central concepts, tools of inquiry, critical analysis, and synthesis of professional, state, and institutional standards	Portfolio artifacts do not show candidate's knowledge and application of the central concepts, tools of inquiry, critical analysis, and synthesis of professional, state, and institutional standards.

Charleston Southern University

School of Education

		3	2	1
STUDENT LEARNING		TARGET	ACCEPTABLE	NEEDS IMPROVEMENT
8	Creates positive environments for student learning.	Portfolio artifacts provide extensive evidence of developing positive environments supportive of student learning situations and the ability to manage and monitor student learning, to think systematically about instruction, practice, and professional growth, and to involve learning communities in reflective conversations about improving student performance. The candidate uses reflective writings to create alternate strategies which impact teaching and student learning.	Portfolio artifacts provide limited evidence of developing positive environments supportive of student learning situation and the ability to manage and monitor student learning, to think systematically about instruction, practice, and professional growth, and to involve learning communities in reflective conversations about improving student performance. The candidate uses narrative writings to create alternate strategies which impact teaching and student learning.	Portfolio artifacts provides no evidence of developing positive environments supportive of student learning situation and the ability to manage and monitor student learning, to think systematically about instruction, practice, and professional growth, and to involve learning communities in reflective conversations about improving student performance. The candidate does not use reflective writings to create alternate strategies which impact teaching and student learning.
9	Understands and builds upon developmental levels of students.	The artifacts provide comprehensive evidence of: the candidate's ability to foster an educational climate where learning opportunities support students' intellectual, social, and personal development; ways students learn and develop, including cognitive and affective development and the relationship to learning; the considerations for language acquisition, cultural influences on learning, exceptionalities, diversity of student populations, inclusion and equity in classrooms and schools; reflecting the	The artifacts provide limited evidence of: the candidate's ability to foster an educational climate where learning opportunities support students' intellectual, social, and personal development; ways students learn and develop, including cognitive and affective development and the relationship to learning; the considerations for language acquisition, cultural influences on learning, exceptionalities, diversity of student populations, inclusion and equity in classrooms and schools; reflecting the candidate's belief that all students can learn through using multiple methodologies,	The artifacts provide no evidence of: the candidate's ability to foster an educational climate where learning opportunities support students' intellectual, social, and personal development; ways students learn and develop, including cognitive and affective development and the relationship to learning; the considerations for language acquisition, cultural influences on learning, exceptionalities, diversity of student populations, inclusion and equity in classrooms and schools; reflecting the candidate's belief

		candidate's belief that all students can learn through using multiple methodologies, using materials to support learning needs; and, the candidate designs learning experiences which empower all students to be successful learners and encourage students to take pride in their work.	using materials to support learning needs; and, the candidate designs learning experiences which empower all students to be successful learners and encourage students to take pride in their work.	that all students can learn through using multiple methodologies, using materials to support learning needs; and, the candidate designs learning experiences which empower all students to be successful learners and encourage students to take pride in their work.
--	--	--	---	---

		3	2	1
	STUDENT LEARNING	TARGET	ACCEPTABLE	NEEDS IMPROVEMENT
10	Understands diversity of students, families, and communities.	The artifacts provide evidence of: the candidate's ability to establish a positive attitude toward students, families, and colleagues by providing evidence of possessing positive dispositions toward student learning; and, fostering relationships with school colleagues, parents and families, and community agencies to promote student success.	The artifacts provide evidence of the candidate's ability to establish a positive attitude toward students, families, and colleagues by providing evidence of possessing positive dispositions toward student learning. There is minimal evidence of fostering relationships with school colleagues, parents and families, and community agencies to promote student success.	The artifacts provide no evidence of the candidate's ability to establish a positive attitude toward students, families, and colleagues and show no evidence of possessing positive dispositions toward student learning; fostering relationships with school colleagues, parents and families, and community agencies to promote student success.
11	Understands policy contexts in school setting.	The artifacts indicate the candidate's application of knowledge related to social, historical, and philosophical foundations of education, professional ethics, law and policy. The artifacts provide evidence of technology integration and information literacy to support student learning. The artifacts provide evidence of research based practices.	The artifacts indicate the candidate's application of knowledge related to social, historical, and philosophical foundations of education, professional ethics, law and policy in limited context. The artifacts provide little evidence of technology integration and information literacy to support student learning. The artifacts provide no evidence of research based practices.	The artifacts do not indicate the candidate's application of knowledge related to social, historical, and philosophical foundations of education, professional ethics, law and policy. The artifacts provide evidence technology integration and information literacy to support student learning. There are no artifacts provided to give evidence of research based practices.

Appendix F
Long Range Plan

Long Range Plan for Clinical Practice [LRP]

Teacher Candidate Name, Date and Evaluator

Purpose of Long-Range Planning

“Long-Range Planning” is formulated for the purpose of providing the teacher with a “road map” for the year. Just as with any journey, the teacher needs to use some sort of personalized guide to help him or her through the year. Without such a guide, a teacher may find that pacing and daily planning become haphazard or unfocused. With the long-range plan in mind, the teacher can understand how everything fits together, and gauge the short-term planning accordingly. As with any good plan, adjustments will inevitably have to be made. All good teachers evaluate and adjust their plans in an on-going fashion, in order to better meet the needs of their students.

Candidates are required to create at minimum of ten lesson plans that address each of the Content Area Standards and AMLE applicable standards and will include these as part of the LRP. These will be included in Section IC. While not as extensive as the UWS, each candidate must demonstrate knowledge of the ten standards and create a lesson plan for each. Candidates may use these lesson plans as part of work to be submitted in EDUC 415-419, and, after modification, can use these for the Clinical Practice Experience.

REQUIREMENTS:

Domain 1: Long Range Planning

1.A Description of Students

1.A. Information on students is obtained, analyzed and used to help determine the learning needs of all students and guide instructional planning.

Description of Students (ADEPT 1.A)

Give a description of the students in your classes. Be sure to include: demographic information, academic performance, special accommodations, social-economic information and interest of students. Describe from where this information was collected (ex: permanent records, interest inventories, parents, former teachers, etc.).

Write a brief reflection as to how this information will be used in long-range planning.

Evidence:

Section I: Student Information (Key Element 1.A)

Describe the student information that you feel will have the most impact on the way you plan and deliver instruction.

(Check one of the following two options.)

The student information is described in a separate document. (Note: A copy of this document must be included in the dossier.)

The student information is described in the table below.

Important Student Information (Key Element 1.A)		
Factor (e.g., gender, SES, reading levels)	Description (in terms of your students)	Source(s) (if needed)

Reflect on the student information(Key Element 1.A): (1) Why do you feel that this student information is of primary importance, and (2) how did and will you use this student information to guide the development of your long- and short-range plans?

1.B. Appropriate standards-based long-range learning and developmental goals for all students are established.

1.B. Appropriate standards-based long-range learning and developmental goals for all students are established.

Learning and Developmental Goals (ADEPT 1.B)

List specific objectives and developmental goals that you want all of your students to achieve during the year. These goals should be directly related to the learning of the subject matter and come from the South Carolina State Curriculum Standards and use the content area standards and those AMLE standards applicable to the plan. These goals should be “all-encompassing” in that every skill that is taught during the year will be covered by one of your goals. Goals must be appropriate and challenging for the students’ ability and developmental levels and must show understanding and sensitivity to students’ backgrounds, needs, and interests. In other words, your goals reflect the fact that you are, in fact, using the information you gained from completing section “I

Section II: Long-Range Learning and/or Developmental Goals (Key Element 1.B)

Describe the long-range learning/developmental goals that you have established for your students in the subject/course.

(Check one of the following two options.)

The long-range learning and/or developmental goals are described in a separate document.

(Note: A copy of this document must be included in the dossier.)

The long-range learning and/or developmental goals are described in the table below.

Evidence:

Long-Range Learning and/or Developmental Goals
(Key Element 1.B)

Reflect on the long-range learning and/or developmental goals (Key Element 1.B): Of the long-range learning and/or developmental goals you have established, which goals do you believe are the most important for all students to achieve, and why?

Evidence:

1.C. Instructional unit is identified and sequenced to facilitate the accomplishment of the long-range goals.

Candidates are to include the NCTE, NCSS, NSTA, and/or NCTM as well as AMLE aligned lesson plans [one to each standard] with the LRP as well as for the UWS.

1.C. Instructional unit is identified and sequenced to facilitate the accomplishment of the long-range goals.

List the units or topics that you will be teaching throughout the year. These units should be listed in the **order in which they will be taught**. Indicate the number of weeks (or days) that you anticipate spending on each unit. Do not list units as “Unit 1, Unit 2” unless you also list the topic of the units. (If the number of weeks for a unit is excessive, please break it down into subtopics and list the weeks for each. In this way, you will be able to better evaluate your progress at any given time.) If you feel it would be beneficial, list major skills or learning for each topic. (For spelling, list all units and give the skill being emphasized for each.) List your materials (including basic supplies) and resources that you need for implementing your goals for your students.

Evidence:

Section III: **Instructional Units** (Key Element 1.C)

Describe the instructional units, in sequence, for this course.

(Check one of the following two options.)

The instructional units are described in a separate document. (Note: A copy of this document must be included in the dossier.)

The instructional units are described in the table below.

Unit Topic or Description (Key Element 1.C)	Unit Length (i.e., approximate number of lessons)

Reflect on the instructional units (Key Element 1.C): How did you determine your instructional sequence and the amount of time to be spent on each unit of instruction?

1.D. A process is developed for the evaluation and recording of student progress and achievement.

1.D. A process is developed for the evaluation and recording of student progress and achievement.

Evaluation of Student Progress and Achievement (ADEPT 1.D)

Please describe your **total plan** for assessing, evaluating, recording, and monitoring student progress and achievement. This will include how you derive at grades for assignments (all types), how you derive at grades for report cards (weights and categories of assignments), strategies you have implemented for keeping up with student progress, informal assessment strategies, formal assessments (tests, projects, etc.), and how you keep records (online grade book, back-up of grades, etc.).

Informal assessment strategies: (Include list of the strategies and description of criteria for use in evaluation process.)

Monitoring student progress: (If you use various strategies for keeping track of student progress, list and describe them. For example, keeping folders/portfolios, weekly reports to parents, etc.)

Formal assessment strategies: (Include list of the assessment strategies and criteria for use in the evaluation process.)

Relationship between evaluation and instruction: (How will you link evaluation and instruction).

Evidence:

Section IV: Assessment of Student Performance (Key Element 1.D)

Describe (1) the major course assessments, (2) the evaluation criteria for the course, (3) the way(s) in which you will report overall student progress and achievement, and (4) your system for maintaining records of student progress and achievement for this course.

(Check one of the following two options.)

The assessment information is described in a separate document. (Note: A copy of this document must be included in the dossier.)

The assessment information is described below.

Reflect on student performance (Key Element 1.D): (1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement, and (2) What did or will you do to help your students and their parents understand (a) the evaluation criteria you have established for the course as well as (b) the reports they receive regarding the student's overall progress and achievement in the course?

1.E. Appropriate procedures for managing the classroom have been developed.

1.E. Appropriate procedures for managing the classroom have been developed.

Student Records (ADEPT 1.E)

Describe the process for keeping student records.

Rules and Procedures (ADEPT 1.E)

Describe the rules and procedures used in your classroom. How do your classroom rules and procedures align with school/district policies?

Non-Instructional Routines and Procedures (ADEPT 1.E)

What are the non-instructional routines and procedures?

Parent Communication (ADEPT 1.E)

Describe your plan for communicating with parents throughout the year on a regular basis. This should reflect close communication in a variety of ways. Attach examples if possible, such as beginning of the year letter, newsletter, "happy gram", etc.

Write a brief reflection regarding what are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?

Plan for Evaluating/Adjusting Long-Range Plans

Describe your plans for periodically evaluating and adjusting your long-range plans. Explain what circumstances might necessitate change.

Section V: Classroom Management (Key Element I.E)

Describe your expectations for student behavior during instruction and during noninstructional routines. Write your description as though you were explaining these expectations to your students and their parents.

The explanation for student classroom behavior during instruction and during noninstructional routines is described in a separate document. (Note: A copy of this document must be included in the dossier.)

The explanation for student classroom behavior during instruction and during noninstructional routines is described below.

Reflect on classroom management (Key Element I.E): What are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?

Scoring Guide

Explanation	3 (3 pts)	2 (2 pts)	1 (1 pt)	Total
1.A. Information on students is obtained, analyzed and used to help determine the learning needs of all students and guide instructional planning.	Competent at the beginning teacher level; demonstrated consistently and broadly	Demonstrated at limited level with developing skill	Needs improvement; demonstrated infrequently or with poor skill	
1.B. Appropriate standards-based long-range learning and developmental goals for all students are established.				
1.C. Instructional unit is identified and sequenced to facilitate the accomplishment of the long-range goals.				
1.D. A process is developed for the evaluation and recording of				

**student progress and
achievement.**

**1.E. Appropriate procedures for
managing the classroom have
been developed.**

Final Judgment

Common Core Standards

Common Core – the integration of the common core ELA standards into writing, research, and reading of the social studies requires an understanding of the interdisciplinary approach that is required for all teachers 9-12. The following are those ELA Standards:

- | | |
|-----------------------------------|---|
| US-CC-ELA-
2010.9-
10.W.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| US-CC-ELA-
2010.9-
10.W.2.a | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| US-CC-ELA-
2010.9-
10.W.2.b | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| US-CC-ELA-
2010.9-
10.W.2.c | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| US-CC-ELA-
2010.9-
10.W.2.d | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| US-CC-ELA-
2010.9-
10.W.2.e | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| US-CC-ELA-
2010.9-
10.W.2.f | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| US-CC-ELA-
2010.9-
10.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| US-CC-ELA-
2010.9-
10.W.3.a | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |

US-CC-ELA-2010.9-10.W.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
US-CC-ELA-2010.9-10.W.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
US-CC-ELA-2010.9-10.W.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
US-CC-ELA-2010.9-10.W.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
US-CC-ELA-2010.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
US-CC-ELA-2010.9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
US-CC-ELA-2010.9-10.W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
US-CC-ELA-2010.9-10.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
US-CC-ELA-2010.9-10.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
US-CC-ELA-2010.9-10.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
US-CC-ELA-2010.9-10.W.9.a	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare].”).
US-CC-ELA-	Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and

2010.9-10.W.9.b	evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
US-CC-ELA-2010.9-10.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
US-CC-ELA-2010.9-10.SL	Speaking and Listening Standards SL
US-CC-ELA-2010.9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
US-CC-ELA-2010.9-10.SL.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
US-CC-ELA-2010.9-10.SL.1.b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
US-CC-ELA-2010.9-10.SL.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
US-CC-ELA-2010.9-10.SL.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
US-CC-ELA-2010.9-10.SL.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
US-CC-ELA-2010.9-10.SL.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
US-CC-ELA-2010.9-10.SL.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
US-CC-ELA-2010.9-10.SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

US-CC-ELA-2010.9-10.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
US-CC-ELA-2010.9-10.L	Language Standards L
US-CC-ELA-2010.9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
US-CC-ELA-2010.9-10.L.1.a	Use parallel structure.
US-CC-ELA-2010.9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
US-CC-ELA-2010.9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
US-CC-ELA-2010.9-10.L.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
US-CC-ELA-2010.9-10.L.2.b	Use a colon to introduce a list or quotation.
US-CC-ELA-2010.9-10.L.2.c	Spell correctly.
US-CC-ELA-2010.9-10.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
US-CC-ELA-2010.9-10.L.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.
US-CC-ELA-2010.9-10.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
US-CC-ELA-2010.9-10.L.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

US-CC-ELA- 2010.9- 10.L.4.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
US-CC-ELA- 2010.9- 10.L.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
US-CC-ELA- 2010.9- 10.L.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
US-CC-ELA- 2010.9- 10.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
US-CC-ELA- 2010.9- 10.L.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
US-CC-ELA- 2010.9- 10.L.5.b	Analyze nuances in the meaning of words with similar denotations.
US-CC-ELA- 2010.9- 10.L.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
US-CC-ELA- 2010.11- 12.RL	Reading Standards for Literature RL
US-CC-ELA- 2010.11- 12.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
US-CC-ELA- 2010.11- 12.RL.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
US-CC-ELA- 2010.11- 12.RL.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
US-CC-ELA- 2010.11- 12.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare

as well as other authors.)

US-CC-ELA-2010.11-12.RL.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

US-CC-ELA-2010.11-12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

US-CC-ELA-2010.11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

US-CC-ELA-2010.11-12.RL.8 (Not applicable to literature)

US-CC-ELA-2010.11-12.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

US-CC-ELA-2010.11-12.RL.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

US-CC-ELA-2010.11-12.RI Reading Standards for Information RI

US-CC-ELA-2010.11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

US-CC-ELA-2010.11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

US-CC-ELA-2010.11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

US-CC-ELA-2010.11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

US-CC-ELA- 2010.11- 12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
US-CC-ELA- 2010.11- 12.RI.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
US-CC-ELA- 2010.11- 12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
US-CC-ELA- 2010.11- 12.RI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
US-CC-ELA- 2010.11- 12.RI.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
US-CC-ELA- 2010.11- 12.RI.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
US-CC-ELA- 2010.11- 12.W	Writing Standards W
US-CC-ELA- 2010.11- 12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
US-CC-ELA- 2010.11- 12.W.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
US-CC-ELA- 2010.11- 12.W.1.b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
US-CC-ELA- 2010.11- 12.W.1.c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and

counterclaims.

US-CC-ELA- 2010.11- 12.W.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
US-CC-ELA- 2010.11- 12.W.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
US-CC-ELA- 2010.11- 12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
US-CC-ELA- 2010.11- 12.W.2.a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
US-CC-ELA- 2010.11- 12.W.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
US-CC-ELA- 2010.11- 12.W.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
US-CC-ELA- 2010.11- 12.W.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
US-CC-ELA- 2010.11- 12.W.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
US-CC-ELA- 2010.11- 12.W.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
US-CC-ELA- 2010.11- 12.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
US-CC-ELA- 2010.11- 12.W.3.a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
US-CC-ELA- 2010.11- 12.W.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

US-CC-ELA- 2010.11- 12.W.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
US-CC-ELA- 2010.11- 12.W.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
US-CC-ELA- 2010.11- 12.W.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
US-CC-ELA- 2010.11- 12.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
US-CC-ELA- 2010.11- 12.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 .)
US-CC-ELA- 2010.11- 12.W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
US-CC-ELA- 2010.11- 12.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
US-CC-ELA- 2010.11- 12.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
US-CC-ELA- 2010.11- 12.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Appendix G
Lesson Plan Form and Rubric

CSU Lesson Impact Form

To be completed by candidates after each lesson in a Structured Field Experience
for the purpose of self-reflection and assessment of impact on student learning

Candidate _____ Date _____

Site _____ Teacher _____

Part One: Reflective Practice

1. Describe your level of confidence in the success of this lesson. Did you meet the objectives and to what extent were you successful?
2. Identify at least one area of strength within this lesson. Use specific language tied to ADEPT and give examples. (Eg. Content)
3. Identify one part of the lesson that could be improved and suggest a specific strategy, piece of content, or research connection that would be useful

Part Two: Impact on Student Learning

Using the checklist below, rate your impact on student learning and tally points to show a percentage. For example, 8/10 would be 80%.

Indicator	Yes	No	Evidence
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Were students actively and consistently engaged?			
Did you implement a Tier I RTI?			
Did you complete an assessment as part of the lesson?			
Was the assessment graded and recorded?			
Did the lesson address more than one level of Bloom's Taxonomy?			
Did you use more than one instructional strategy?			
Did you modify any part of the lesson in order to address issues of pacing, developmental levels of students and/or prior learning?			
Did you change any part of the lesson in order to differentiate for learning needs?			
Did you use informal or formative assessment to monitor for student understanding?			
Did you employ PBIS in order to maintain student engagement?			

CSU School of Education

Lesson Plan Rubric

Lesson Plan	Unacceptable (1 pt)	Acceptable (2pts)	Target (3 pts)
Element 1: Written Communication	<p>The plan contains frequent errors in spelling, grammar and syntax. Due to lack of clarity, the plan is difficult to follow. Elements of the plan are either missing or underdeveloped resulting in an unprofessional appearance.</p>	<p>The plan is written in an acceptable manner, but lacks clarity in one or more elements. The written plan contains one or more errors in spelling, grammar and syntax. The plan is organized but needs modifications to result in a professional appearance.</p>	<p>The plan is written in a clear, concise, complete and correct manner outlining specifically what the teachers and students will accomplish. The written plan is well organized, professional, and free of grammatical, syntax and spelling errors.</p>
Element 2: Class Information	<p>It is unclear from the class information the content that is being taught, time scheduled, or characteristics, unique to this class.</p>	<p>Class information is included but lacks specificity in one area (grade level, content, time scheduled, or characteristics unique to the class).</p>	<p>Detailed class information is included and demonstrates that the candidate is aware of the content and nature of the class.</p>
Element 3: Verification and Rationale <p>Appropriate content based on learning levels of students; connection to SC Curriculum Standards</p> <p>Relationship to prior or future knowledge/learning.</p>	<p>The lesson is based on content that is inappropriate for the learning levels of the students. No correlation is seen between the content and the SC Curriculum Standards. No rationale is given for why this lesson is being taught.</p> <p>ECE: Little or no connection is made to child development theory and/or theorists. The lesson is missing a theoretical basis and may not be developmentally appropriate for young children.</p>	<p>The lesson is based on content that is appropriate for the learning levels of the students. More specific correlation needs to be made between the content and SC Curriculum Standards. There is a rationale for why the lesson is being taught at this time; however, more specific description is necessary to assure that the lesson has a solid grounding.</p> <p>ECE: The lesson is generally connected to child development theory and/or theorists.</p>	<p>The content of the lesson is appropriate for the learning levels of the students and is correlated to the South Carolina Curriculum Standards. The rationale for why the lesson is being taught at this time is clear and makes sense. It is clear that a distinct relationship exists between the standard(s) and the content.</p> <p>ECE: A strong connection is made to child development and theory and/or theorists. The lesson is theoretically sound. A clear explanation is given of why the lesson is developmentally appropriate for the students.</p>

ECE: Relationship to appropriate theories/theorists			
<p>Element 4:</p> <p>Objectives</p> <p>Measurable and observable; aligned to South Carolina Curriculum Standards and or CCSS</p> <p>Objectives related to assessment, challenging to the students and developmentally appropriate.</p> <p>Consideration of student's prior knowledge and or skills</p> <p>ECE: Applies to content and affective objective(s)</p>	<p>Objectives are missing or inappropriate for the students. They are not written in a format that is measurable or observable. There is no connection between the objectives/standards and the assessment and objectives are not specifically aligned to the SC Curriculum Standards. Objectives are not challenging or developmentally appropriate. Evidence is lacking to assure that prior consideration was given to the student's knowledge and/or skills.</p>	<p>Objectives are listed but may not be the most appropriate for the targeted skills. Measurable terms are used for the objectives. The objectives are generally connected to the SC state curriculum standards and the assessment. Objectives need to be more challenging and/or developmentally appropriate. There is some evidence that the candidate considered the knowledge/skills of the students prior to planning the lesson.</p>	<p>Clear and appropriate objectives are stated using measurable terms. Objectives are appropriate to the developmental and skill levels of the students. The SC state curriculum standards support and are directly connected to the objectives and the assessment. It is clear that the candidate considered the knowledge/skills of the students prior to planning the lesson.</p>
<p>Element 5:</p> <p>Standards</p> <p>Appropriate standard number/letter and the written description included</p> <p>Alignment to objectives</p> <p>SC Standards/CCSS</p>	<p>Appropriate standards are not included and/or lack the descriptor. No direct relationship exists between objectives and the standards.</p>	<p>Appropriate standards are included with the descriptor. Limited relationship exists between objectives and standards.</p>	<p>Appropriate standards are listed correctly and relate directly to the objectives.</p>

<p>Element 6: Accommodations for meeting needs of diverse learners</p> <p>Consideration of accommodations for: developmental levels, learning styles/, multiple intelligences, ability levels, rates of learning, English language learners, gender and cultural differences, and other special needs</p>	<p>There is insufficient evidence of planning for diverse needs. The plan does not address planning for any of the following: developmental levels, multiple modalities of learning, different rates of learning or differences in ability/skill levels. Accommodations for students with special needs are not indicated and no attention is given to cultural and/or gender differences.</p>	<p>The candidate addresses a minimum of one of the following: developmental levels, learning styles/multiple intelligences, ability levels, rates of learning, English language learners, gender and cultural differences, and other special needs.</p> <p>Accommodations for students with special needs seem to be addressed, but more specific explanation is needed to assure that accommodations will result in effective learning.</p>	<p>Several accommodations for student differences, interests and needs are demonstrated in a manner that reflects effective instruction including attention to: developmental levels, learning styles/, multiple intelligences, ability levels, rates of learning, English language learners, gender and cultural differences, and other special needs. Accommodations for students with special needs are addressed in a clear and effective manner.</p>
<p>Element 7: Materials and Resources</p> <p>List of all materials and resources needed for the lesson</p> <p>Consideration of diverse needs(e.g. students’ ages, abilities, languages and cultures)</p> <p>Use of creative and effective materials/resources that engage students in meaningful learning</p> <p>Inclusion of Technology Resources</p>	<p>Many materials and/or resources are missing and/or inappropriate. There are not details provided to determine the effectiveness of the materials/resources listed, e.g. publisher, sources, or quantity needed). . Materials/resources generally do not match the needs of the students. There is little evidence that the candidate planned for creative and effective use of materials/resources to enhance student learning.</p> <p>No mention of Technology</p>	<p>Essential materials and resources are listed in a clear and complete manner.</p> <p>Some of the materials take into account the students’ ages, abilities, languages, and cultures. There is some evidence that the candidate planned for creative and effective use of materials/resources to enhance student learning.</p> <p>Basic Technology included</p>	<p>A variety of materials/resources are listed in a clear and complete manner. Materials and resources take into account the children’s ages, abilities, languages, and cultures. A detailed list of all needed materials is provided. The candidate planned for creative and effective use of materials/resources to enhance student learning and engage students in meaningful and active learning.</p> <p>2 or more Technology Resources Included</p>
<p>Element 8: Instructional</p>	<p>A description of the lesson beginning is not included or does not capture the students’ interest</p>	<p>The lesson beginning is included and to a limited extent may capture the students’ interest and attention. The</p>	<p>A complete lesson beginning that is creative and/or clear is described and should result in capturing the</p>

<p>Procedures</p> <p>Description of lesson beginning that captures students' interest and attention.</p> <p>Explanation of purpose/objectives of the lesson to the students and relationship to standards and assessment</p> <p>Logical, sequential and properly paced procedures based on developmental/ability levels of students and designed to actively engage students</p> <p>Use of a variety of instructional activities based on best practices (e.g. student-initiated inquiry, directed learning, free exploration, teacher modeling, centers, differentiated instruction, cooperative learning, etc.)</p> <p>Key concepts, content and/or vocabulary specified</p> <p>Use of technology, as</p>	<p>and attention. The purpose and objectives of the lesson are not communicated to the students. There is no relationship between the lesson procedures and the standards, objectives and/or assessment.</p> <p>Logical and sequential procedures are not set forth in a clear, coherent and complete manner. Pacing is unclear or inappropriate. The lesson is based on procedures and/or activities that are developmentally inappropriate and/or unsuitable to students' skills.</p> <p>Students do not have an active role in the lesson. The procedures do not make use of more than one instructional approach and do not reflect "best practice" strategies. The plan has only one group size indicated. Reference to key concepts, content and vocabulary that are essential to the lesson are unclear or not included. There is no evidence of the use of technology, where appropriate or necessary, as a primary or secondary source. Activities and/or procedures are not included for early or late finishers. The closure for the lesson is unclear and/or not included.</p>	<p>purpose and objectives of the lesson are somewhat clear and communicated to the students. A relationship exists between the lesson procedures and the objectives and standards. All appear to be related to assessment, but the description needs to be clearer. Logical and sequential procedures are provided; however, the candidate needs to be more specific in order to move the learning forward. Pacing may need to be adjusted. The lesson is based on the developmental and/or skill levels of students and engages students to some extent in the learning process. More than one instructional approach demonstrates that the candidate is beginning to use best practices. The lesson is based on appropriate approaches but some aspects of the lesson are limited. Students are involved in the lesson. The plan describes one or more group sizes, but more specific explanation is needed to assure that the group differentiation is effective. Key content, vocabulary and concepts are included. The plan indicates that the candidate uses technology, where appropriate to carry out the lesson. Activities and/or procedures are included for early or late finishers but they need to be more clearly stated and/or appropriate to the lesson. There is a closure for the lesson, but more explanation is needed to assure that students are actively engaged in the process.</p>	<p>students' interest and attention. The purpose and objectives of the lesson are clear and are communicated to the students. The strong and clear relationship that exists between the standards, objectives, procedures and assessment should result in a well thought-out and effective lesson. Logical and sequential procedures, properly paced, are provided in a coherent, clear and complete manner. Approaches that reflect attention to developmental and/or ability levels of students are utilized throughout the lesson. Students are actively engaged in the learning process. The candidate uses a skillful, in-depth application of more than one best practice to move the learning forward in an effective manner. The plan indicates provisions for more than one group size, as needed, to accommodate developmental or ability levels, other individual differences and/or multiple teaching strategies. Key content, vocabulary and concepts are accurate and complete. The plan indicates that the candidate is comfortable infusing technology, in a way that involves the students and enhances the lesson. Effective and relevant activities and/or procedures are included for early or late finishers, thus assuring that learning time is being used wisely.</p> <p>The closure for the lesson is clear with details that explain how the learning will be summarized and how students will be engaged.</p>
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<p>appropriate</p> <p>Activities or procedures for early or late finishers.</p> <p>Lesson closure</p>			
<p>Element 9:</p> <p>Assessment</p> <p>Directly aligned to objectives and procedures</p> <p>Attachments provided, if necessary</p> <p>Specific criteria for assessment</p> <p>System for reviewing and recording results</p>	<p>The assessment is either missing or inappropriate. There is no logical and meaningful alignment between the objectives, procedure and assessment. There is no plan for reviewing or recording assessment information.</p>	<p>The assessment information is described but necessary documents are not attached to the plan. The alignment between objectives, procedures and assessment is vague and may need further development. Details are vague for: desired criteria for student performance, appropriate rubric or checklist, and/or detailed questions. The plan for reviewing or recording assessment results may be in place but requires clarification. Procedures for assessment indicate that the candidate understands the need for assessment but may need additional assistance in developing complete and appropriate assessments. There is a plan for reviewing and recording assessment information</p>	<p>The assessment is tightly aligned to the objectives and procedures. Performance-based assessment rubrics, checklists, etc. are attached with criteria for evaluation. Informal observation assessments include questions or descriptions of student expectations (What is being observed?). The assessment procedures indicate that the candidate is able to develop and use appropriate assessments. A system for reviewing and recording assessment results is in place.</p>

Appendix H
Unit Work Sample and Rubrics

Unit Work Sample for Clinical Practice

UWS Section I: Major Learning Goals (Unit Objectives) (Key Element 2.A)

Describe the major learning goals (objectives) of the unit.

- USED WITH PERMISSION OF USC Upstate, School of Education.
- The purpose of this component is to set significant, challenging, varied and appropriate learning goals and to justify learning goals established for the unit.
- Must include:
 - **List the learning goals** (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. These goals should be significant (reflect the big ideas or structure of the discipline), challenging, varied and appropriate. Number or code each learning goal so you can reference it later.
 - **Show how the goals are aligned with state standards.** (Identify the source of the standards). Candidates must also demonstrate an understanding of the AMLE standards and align lesson plans to each of the ten standards.
 - **Describe the types and levels of your learning goals.**
 - **Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge; and other student needs.**
- Reports will be graded using the rubric in the following section.

Learning Goals Rubric

	1 (Indicator Not Met) (1 pt.)	2 (Indicator Partially Met) (2 pts.)	3 (Indicator Met) (3 pts.)	SCORE
Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.	
Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
Appropriateness For Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some of the goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	

Alignment with State Standards	Goals are not aligned with state standards.	Some goals are aligned with state standards.	Most of the goals are explicitly aligned with state standards.	
Alignment with AMLE Standards	Goals are not aligned with any AMLE standard.	Some goals are aligned with AMLE standards.	Most of the goals are explicitly aligned with AMLE standards.	

UWS Section II: Unit Plan (Key Element 2.B)

Describe your instructional plan

- The purpose of this component is to design instruction for specific learning goals, student characteristics and needs, and learning contexts. You will describe how your unit instruction relates to unit goals, students' characteristics and needs and specify learning context.

Describe your instructional plan—that is, the sequence of steps that you need to follow if your students are to achieve the unit objectives—including the key activities or strategies and resources (e.g., materials, technology).

(Check one of the following two options.)

The instructional plan for the unit is described in a separate document. (Note: A copy of this document must be included in the dossier.)

The instructional plan for the unit is described in the table below.

Instructional Plan for the Unit	
(Key Element 2.B)	

Design for Instruction Rubric

	1 Indicator Not Met (1 pt.)	2 Indicator Partially Met (2 pts.)	3 (Indicator Met) (3 pts.)	SCORE
Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	

		covered in the design.		
Alignment with MALE Standards	Few lessons are explicitly linked to AMLE standards. Few learning activities, assignments and resources are aligned with these standards. Not all learning goals are covered in the design.	Most lessons are explicitly linked to AMLE standards. Most learning activities, assignments and resources are aligned with these standards. Most learning goals are covered in the design.	All lessons are explicitly linked to each AMLE standard, as appropriate. Most learning activities, assignments and resources are aligned with these standards. Most learning goals are covered in the design.	
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure	The lessons within the unit are not logically organized (e.g. sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	
Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments and resources. Heavy reliance on textbook or single source (worksheets).	Some variety in instruction, activities, assignments or resources but limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student	
Technology	Technology is inappropriately used OR teacher does not use	Teacher uses technology but it does not make a significant contribution	Teacher integrates appropriate technology that makes a significant	

	technology, and no rationale is provided.	to teaching and learning OR teacher provides limited rationale for not using technology.	contribution to teaching and learning OR teacher provides a strong rationale for not using technology.	
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UWS Section III: Unit Assessments (Key Element 3.A)

UWS III

- The purpose of this component is to design an assessment plan to monitor student progress toward learning goals. Multiple assessment modes and approaches that are aligned with learning goals will be used to assess student learning before, during and after instruction.
- A report will be completed for this assignment and must include:
 - **On overview of the assessment plan.** For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.
 - **Describe the pre and post assessments that are aligned with your learning goals.** Clearly explain how you will evaluate or score the assessments, including criteria used to determine if the students' performance meets the learning goals. Include copies of assessments and criteria for judging student performance (scoring rubrics, checklists, answer keys, etc.)
 - **Discuss your plan for formative assessment that will help determine student progress during the lesson or unit.** Describe the assessments that you plan to use to check on student progress and predict when you will use them (homework nightly, daily quizzes, etc.)

Assessment Plan Rubric

	1 Indicator Not Met (1 pt.)	2 Indicator Partially Met (2 pts.)	3 (Indicator Met) (3 pts.)	SCORE
Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity	Some of the learning goals are assessed through the plan, but many are not congruent with learning goals in content and cognitive complexity	Each of the learning goals is assessed through the plan; assessments are congruent with the learning goals in content and cognitive complexity	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals	Assessment criteria are clear and are explicitly linked to the learning goals	
Multiple Modes and Approaches	The assessment plan included only assessment mode	The assessment plan includes multiple modes but does not assess student performance	The assessment plan includes multiple modes and assesses student	

	and does not assess students before, during and after instruction	throughout the instructional sequence	performance throughout the instructional sequence	
Technical Soundness	Assessment are not valid; scoring procedures are absent or inaccurate; items are poorly written; directions and procedures are confusing to students	Assessments appear to have some validity. Some scoring procedures are explained; some items are clearly written; some directions are clear to students	Assessment appear to be valid; scoring procedures are explained; most items are clearly written; directions and procedures are clear to students	
Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate	Teacher makes adaptations to assessments that are appropriate to meet the individual need of some students	Teacher makes adaptations to assessments that are appropriate to meet the individual need of most students	

UWS Section IV: Analysis of Student Learning Rubric (Key Element 3.B)

Analysis of Student Performance

Describe the way(s) in which you analyzed student performance.

What were your findings?

Analysis of Student Learning Rubric

	1 Indicator Not Met (1 pt.)	2 Indicator Partially Met (2 pts.)	3 (Indicator Met) (3 pts.)	SCORE
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	
Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing	Interpretation is technically accurate, but conclusions are missing or not fully supported	Interpretation is meaningful and appropriate conclusions are drawn from the data.	

	or unsupported by data.	by data.		
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	

UWS Section V: Response to Formative Analysis (Key Element 2.C)

Instructional Decision Making

The purpose of this component is to use on-going analysis of student learning to make instructional decisions and to provide two examples of instructional decision-making based on students' learning or responses.

- **Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. Cite specific evidence to support your answers to the following:**
 - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment)
 - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
- **Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. Cite specific evidence to support your answers to the following:**
 - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment)
 - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Instructional Decision Making Rubric

	1 Indicator Not Met (1 pt.)	2 Indicator Partially Met (2 pts.)	3 (Indicator Met) (3 pts.)	SCORE
Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e. they are likely to lead to student learning)	

Modification Based on Analysis of Student Learning	Teacher treats class as “one plan fits all” with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	
Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Provides professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	
Alignment to AMLE Standards	No specific alignment to AMLE standards or AMLE are limited.	Some alignment of planning and instruction to include specific references to AMLE standards is evident.	Overall lesson planning and UWS shows clear, comprehensive inclusion of AMLE Standards and aligned to content, delivery, and assessment	

UWS Section VI: Summative Results (Key Element 3.C)

Summative results (Key Element 3.C): How did you determine the students' grades (or other performance indicators) for the unit, and what were the overall results for your students?

The purpose of this component is for the candidate to use assessment data to profile student learning and communicate information about student progress and achievement. Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representation and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusion drawn from this analysis will be provided in the next assignment.

- Must include:
 - **Whole class.** To analyze the progress of your whole class, create a table that shows pre and post assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre to post) toward the learning criterion that you identified for each learning goals. Summarize what the graph tells you about your students' learning in this unit.
 - **Subgroups.** Select a group characteristic (e.g. gender, performance level, socio-economic status, language proficiency) to analyze in terms of **one learning goal**. Provide a rationale for your selection of this characteristic to form subgroups (girls vs. boys; high vs. middle vs. low performers). Create a graphic representation that compares pre and post assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
 - **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre, formative, and post assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.
 - **Student work examples**

Analysis of Student Learning Rubric

	1 Indicator Not Met (1 pt.)	2 Indicator Partially Met (2 pts.)	3 (Indicator Met) (3 pts.)	SCORE
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	
Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	

		individuals.		
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful and appropriate conclusions are drawn from the data.	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	

Reflection and Self Evaluation

Reflection and Self Evaluation

The purpose of this component is for the candidate to analyze the relationship between his or her instruction and student learning in order to improve teaching practice. Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

- Must include:
 - Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction and assessment along with student characteristics and other contextual factors within your control.
 - Select the learning goals where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction and assessment along with student characteristics and other contextual factors within your control. Discuss what you could do differently or better in the future to improve your students' performance.
 - **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the UWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Reflection and Self Evaluation Rubric

	1 Indicator Not Met (1 pt.)	2 Indicator Partially Met (2 pts.)	3 (Indicator Met) (3 pts.)	SCORE
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning"	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores	

	section.	Student Learning” section.	multiple hypotheses for why some students did not meet learning goals.	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals, Instruction and Assessment and includes specific AMLE standards to lesson planning and overall unit plan	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant/inaccurate.	Connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provide a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	

Appendix I

Intent to Seek Licensure Application

**CHARLESTON SOUTHERN UNIVERSITY
SCHOOL OF EDUCATION**

DECLARATION OF INTENT TO SEEK LICENSURE

NAME _____ S.S.#/ID# _____ DATE _____

UNIVERSITY ADDRESS _____

(CSU BOX Number)

UNIVERSITY TELEPHONE # _____ GENDER _____ RACE _____

PERMANENT ADDRESS _____

Street

City

State

Zip Code

PERMANENT TELEPHONE # _____ DATE OF BIRTH _____

EMAIL ADDRESS: _____

I PLAN TO SEEK LICENSURE TO TEACH THE FOLLOWING (CHECK ONE):

_____ Early Childhood (PreK-3)	_____ Elementary Education (2-6)
_____ Music Education (PreK-12)	(INDICATE _____ Choral OR _____ Instrumental)
_____ Physical Education (PreK-12)	_____ Biology Education (9-12)
_____ English Education (9-12)	_____ Social Studies Education (9-12)
_____ Mathematics Education (9-12)	_____ Middle Grades Education (5-8)

Signature

Date